



Code-Switching and Code-Mixing in Cadets Afternoon Speaking Program

Zuliana Seftyaningrum^{*1} , Cicilia Deandra Maya Putri²

^{1,2}Universitas Negeri Surabaya, Surabaya, 60213, Indonesia

*Corresponding Author: zulianaseftya@gmail.com

ARTICLE INFO

Article history:

Received 2 May 2026

Revised 7 September 2026

Accepted 2 June 2026

Available online

<https://talenta.usu.ac.id/lingpoet/>

E-ISSN: 2745-8296

How to cite:

Seftyaningrum, Z. & Putri, C. D. M. (2026). Code-Switching and Code-Mixing in Cadets Afternoon Speaking Program. *LingPoet: Journal of Linguistics and Literary Research*, 7(3), 388-400.



This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International.
<http://doi.org/10.26594/register.v6i1.idarticle>

ABSTRACT

The aim of this study is to examine the types and reasons for code-switching and code-mixing used by cadets in the Cadets Afternoon Speaking (CAS) program at Politeknik Pelayaran Surabaya. A qualitative approach using the ethnography of communication employed in this study. The analysis was guided by Poplack's (1980) framework of code-switching, Muysken's (2000) typology of code-mixing, and Hoffmann's (1991) classification of the reasons for code-switching and code-mixing. The data were obtained through observation and interview, the results showed that a total of 34 spoken utterances were produced by the two cadets in the CAS program. The findings showed that all three types of code-switching, which are tag-switching, intra-sentential switching, and inter-sentential switching, were identified, with intra-sentential switching being the most dominant type. In contrast, all instances of code-mixing were categorized as insertion. Furthermore, the reasons for using code-switching and code-mixing were not entirely in line with Hoffmann's (1991) framework, as additional factors were identified, such as limited vocabulary and language proficiency. These findings suggest that English functions as a communicative resource to support understanding in interactions that are primarily conducted in Indonesian.

Keywords: Code-switching, Code-mixing, Cadets, CAS, Ethnography

1. Introduction

Speaking only one language in today's fast-paced and highly mobile world is no longer sufficient for effective interaction in everyday life or in professional settings. As individuals increasingly engage in diverse environments, the ability to communicate in more than one language (multilingualism) has become more common occurrence. Multilingualism is not merely about being able to use multiple languages, but also involves one's identity and cultural background in interactions (Amalika et al., 2023; Funova Retzius et al., 2025). In multilingual situations, people typically adapt the language they use based on their interlocutors, the setting, and the purpose of the conversation (Holmes, 2013). Such adjustments often lead to the occurrence of code-switching and code-mixing, which are typical features of multilingual societies (Wardhaugh, 2006).

Based on Poplack (1980) and Wardhaugh (2006), code-switching refers to the alternation between two languages within a single discourse or utterance. In contrast, code-mixing refers to the combination of words or phrases from different languages within one sentence, as proposed by Muysken (2000) and Nababan (1984). These phenomena occur naturally and are influenced by communicative needs, language habits, and exposure to multiple languages (Alalloh, 2023; Rahman & Muttaqin, 2024).

Such practices are also found in educational settings, particularly in vocational institutions that prepare students for global communication. One example of such an environment is Politeknik Pelayaran Surabaya (POLTEKPEL). Cadets come from diverse regional backgrounds, leading to the use of multiple languages: regional languages for cultural identity, Indonesian for national communication, and English as the international maritime language. Given the critical role of English in the global maritime industry, the

POLTEKPEL Language Unit organizes the Cadets Afternoon Speaking (CAS) program. CAS is an English-speaking practice program held after regular classes and facilitated by English Literature mentors from Universitas Negeri Surabaya (UNESA). These mentors are English Literature students undertaking internships at POLTEKPEL. The program includes pre-tests to assess initial proficiency, treatments involving discussions and interview simulations to improve communication, and post-tests to measure progress. Although the goal of the program is English immersion, cadets frequently employ switch and mix between English and Indonesian during the CAS program. This phenomenon indicates a gap between the program's goal of using English and the actual language practices during the activities.

Many previous studies have explored the phenomena of code-switching and code-mixing in various educational and social contexts. Although these studies address similar linguistic phenomena, they vary significantly in terms of research contexts, subjects, and language pairs. To clarify the position of this research, a comparative discussion of previous studies is presented below. (Devi Rafika Sari et al., 2025) found that Indonesian-Arabic bilingual students used language alternation to adapt to interlocutors, express identity, and demonstrate language proficiency. (Zolkapli et al., 2022), in a study of legal documents in Malaysia, revealed that intra-sentential switching and insertion were dominant forms of language mixing in formal writing. Meanwhile, (Huda et al., 2025) reported that tag-switching and alternation were frequently used among multilingual students, affected by factors such as language proficiency and social environment. These studies suggest that code-switching and code-mixing are shaped by both contextual conditions and communicative purposes. However, research in maritime vocational education contexts remains limited. Therefore, this study aims to explore more comprehensive understanding of the cadets' language within the CAS program.

To further examine this phenomenon of code-switching and code-mixing, the present study adopts several theoretical frameworks, including Poplack, (1980) classification of code-switching, Muysken, (2000) typology of code-mixing, and Hoffmann, (1991) framework on the reasons for language use. These theories provide the analytical foundation for this study.

Code switching can be categorized into three types based on the classification proposed by Shana Poplack (1980): tag-switching, intra-sentential switching, and inter-sentential switching. Tag-switching refers to the use of short expressions or discourse markers from one language inserted into an utterance in another language. Intra-sentential switching occurs within a single sentence and requires a higher level of bilingual competence, as speakers must manage and maintain grammatical consistency across both languages (Poplack, 1980). Inter-sentential switching occurs when speakers alternate languages at the boundary of clauses or sentences, with each part expressed in a different language. Poplack's (1980) framework remains widely used in analyzing bilingual communication and is considered relevant for identifying structural patterns of code-switching in various contexts, including contemporary educational settings.

Besides code-switching, code-mixing can also be classified into three categories according to Muysken (2000): insertion, alternation, and congruent lexicalization. Insertion refers to the embedding of linguistic elements from one language into a dominant language structure. Alternation occurs when speakers switch between two languages that maintain their own grammatical systems within a single utterance. Meanwhile, congruent lexicalization reflects a higher level of integration, in which linguistic elements from different languages are combined within the same grammatical framework. Muysken's typology remains widely applied in analyzing multilingual interactions and is considered effective for identifying structural patterns of code-mixing in educational and professional contexts.

Code-switching and code-mixing are not merely random occurrences but are used strategically by speakers to achieve specific communicative purposes. According to Hoffmann (1991), there are several common reasons underlying these practices. Speakers may switch or mix languages when discussing particular topics, especially when certain terms are more familiar or precise in a specific language. They may also use language alternation when quoting someone to preserve the original meaning and authenticity of the message. Moreover, code-switching and code-mixing can serve to express empathy or emotional states, allowing speakers to emphasize feelings or attitudes. Another common reason is repetition for clarification, where speakers restate information in another language to ensure understanding. Language alternation may also function to express identity or signal belonging to a particular social or professional community. Furthermore, interjections are often used to express spontaneous emotions or reactions without affecting sentence structure. Speakers may also switch or mix languages intentionally to clarify their message for the interlocutor and avoid misunderstanding (Hoffmann, 1991). Based on the research gap identified above, this study is guided by the following research questions: (1) What types of code-switching are used by cadets in the Cadets Afternoon Speaking (CAS) Program? (2) What types of code-mixing are used by cadets in the Cadets Afternoon Speaking (CAS) Program? (3) What are the reasons for the use of code-switching and code-mixing by Cadets in the Cadets Afternoon Speaking (CAS) Program?

2. Method

This study employed a qualitative method, to examine the use of code-switching and code-mixing among cadets in the Cadets Afternoon Speaking (CAS) Program at Politeknik Pelayaran Surabaya. This research applied the ethnography of communication framework proposed by Dell Hymes (1974), because it enables language use to be examined within its social and communicative context. To analyze the data, this study employed the SPEAKING model (Hymes, 1974), which consists of several components including Setting, Participants, Ends, Act Sequence, Key, Instrumentalities, Norms, and Genre. This model guided the interpretation of how code-switching and code-mixing occurred within the communicative events of the CAS program.

The participants consisted of 2 second-year cadets who were selected through purposive sampling. They were chosen based on three criteria: (1) active participation in the Cadets Afternoon Speaking (CAS) Program, (2) the ability to communicate in both Indonesian and English, and (3) willingness to participate in the observation and interview sessions. The CAS program provided a naturalistic communication setting in which cadets engaged in discussions, simulations, and spontaneous conversations, making it suitable for observing authentic language use.

The data were collected through non-participant observation, audio recordings, and semi-structured interview. The observations were conducted over one month in four CAS sessions. Each session lasted approximately 75-90 minutes, resulting in approximately five to six hours of audio recordings. Semi-structured interview was conducted individually with both participants after the observation period, with each interview lasting approximately 12 minutes. The observation data were used to identify the types of code-switching and code-mixing, while the interview data were used to explore the participants' reasons for using code-switching and code-mixing during the CAS program.

During the data preparation stage, all audio recordings from the observation sessions were reviewed repeatedly. The researcher then transcribed only the utterances containing instances of code-switching and code-mixing. Utterances that did not contain language alternation were excluded from the analysis. Based on these criteria, a total of 34 utterances containing code-switching and code-mixing were identified from the four observed CAS sessions. The number of utterances was not determined in advance; rather, the 34 utterances resulted from reviewing the entire observation recordings and including all utterances that met the selection criteria.

Although the resulting corpus of 34 utterances is limited in absolute size, its adequacy for this study should be considered in relation to the aims and design of ethnographic research rather than to quantitative sampling logic. Consistent with Hennink and Kaiser's (2022) systematic review, sample adequacy in qualitative research is more appropriately evaluated through the depth, consistency, and contextual richness of the data than through a fixed numerical threshold. In this study, the 34 utterances were not treated as an isolated dataset but were drawn from four complete CAS sessions covering approximately five to six hours of naturally occurring interaction, supplemented by individual interviews that allowed the researcher to cross-check emerging patterns with the cadets' own accounts. By the final session, the types of code-switching and code-mixing being identified had begun to recur across participants and activities rather than introducing new categories, indicating that the corpus was sufficient to capture the range of bilingual practices occurring within the CAS program. Furthermore, because the study adopts Hymes' (1974) ethnography of communication, the goal of data collection was not to achieve statistical generalizability but to obtain a detailed, contextualized understanding of how code-switching and code-mixing function within a specific communicative event. The 34 utterances therefore represent a purposively bounded and thoroughly examined set of authentic data rather than a random or convenience sample, which supports their adequacy for the interpretive aims of this research.

The observation data were coded manually using the theoretical frameworks adopted in this study. Each selected utterance was analyzed by examining its linguistic structure. The researcher first determined whether the utterance involved language alternation between Indonesian and English or the insertion of English lexical items into an Indonesian grammatical structure. Utterances representing language alternation were subsequently classified into the code-switching categories proposed by Poplack (1980), whereas utterances involving lexical insertion were categorized as code-mixing based on Muysken's (2000) typology. Subsequently, the interview data were analyzed using Hoffman's (1991) framework to identify the reasons underlying the participants' use of code-switching and code-mixing.

The data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), consisting of data condensation, data display, and conclusion drawing. The findings were then interpreted within their communicative context of the CAS program using an ethnographic perspective to explain how and why code-switching and code-mixing occurred. To enhance the trustworthiness of the findings, the coding

process and preliminary analyses were documented and shared with the research supervisor throughout the research process to obtain academic feedback.

3. Results and Discussion

This section provides an analysis of the findings and discussion related to the types and reasons of code-switching and code-mixing used by cadets in the Cadets Afternoon Speaking (CAS) program. The analysis aimed to identify the types of code-switching and code-mixing, as well as to explore the reasons for their use. The findings were derived from data collected through observation and interviews, consisting of 34 utterances produced by the cadets. The results indicate that both code-switching and code-mixing frequently occurred, with certain types appearing more dominantly in the cadets' interactions.

3.1 Code-switching

Table 1. Frequency of Code-Switching.

No.	Type	Frequency
1	Tag switching	2
2	Intra-sentential switching	11
3	Inter-sentential switching	3

As shown in Table 1, three categories of code-switching were identified in this study, including tag-switching, intra-sentential switching, and inter-sentential switching. The finding showed that intra-sentential switching was the most frequently used, with a total of 11 utterances. Followed by inter-sentential switching, with 3 utterances, while tag-switching appeared less frequently, with only 2 utterances. This distribution indicates that cadets tend to switch languages in one sentence rather than across sentences or through the short expressions.

Such a pattern suggests that the cadets possessed a relatively strong bilingual competence, as intra-sentential switching requires the ability to manage two language systems simultaneously (Poplack, 1980). To further illustrate how these types occurred in the cadets' utterances, several examples are presented below, starting from tag-switching, followed by intra-sentential switching, and finally inter-sentential switching.

3.1.1 Tag switching

This utterance is categorized as tag-switching because it includes the English expression, "excuse me," at the beginning of the sentence, followed by an Indonesian utterance. Based on Poplack (1980), tag switching refers to the incorporation of formulaic expressions into an utterance in another language. The use of this phrase does not affect the grammatical structure of the sentence. Functionally, "excuse me" is used to politely initiate a conversation and to show respect to the mentor, who is addressed as "Miss" (Hoffmann, 1991).

From the perspective of Hymes' (1974) SPEAKING model, the Setting is the CAS program, where cadets engage in a language-learning activity. The Participants are the cadet as the speaker and the mentor addressed as "Miss" as the interlocutor. The Ends of the utterance are to initiate the interaction and ask for information about the time. In the Act Sequence, the speaker begins with the English expression "excuse me" to gain interlocutor's attention and then continues the question in Indonesian. The Key is polite and informal, as reflected in the use of "excuse me" and the question "*jam berapa ya ini?*" (what time is it?). the instrumentalities involve spoken interaction using both English and Indonesian. These contextual features show that the use of English in this utterance occurs within a bilingual learning environment while the main message remains in Indonesian.

Excerpt 2: "Thank you, *Kak!*" (Thank you, Miss!)

This utterance is categorized as tag switching because the English expression, "Thank you" appears within an Indonesian utterance as a fixed expression. This usage does not affect the grammatical structure of the sentence. In terms of communicative function, this expression functions as an interjection (Hoffmann, 1991), used to express gratitude. In the CAS context, the use of English reinforces politeness and reflects the bilingual practice encouraged in the program, while "*Kak*" maintains local social identity.

From the perspective of Hymes' (1974) SPEAKING model, the setting is the CAS program, where the cadets interact in a bilingual learning environment. The Participants are the cadets as the speaker and the interlocutor addressed as "Kak." The Ends of the utterance are to express gratitude toward the interlocutor. In the Act of Sequence, the speaker express gratitude in English and then uses the Indonesian address term "Kak" to address the interlocutor. The Key reflects a polite and friendly interaction, while Instrumentalities involve spoken communication using both English and Indonesian. The use of "thank you" alongside the Indonesian address term "Kak" illustrates how the participants combine English and Indonesian within the social and communicative context of the CAS program.

3.1.2 Intra-sentential switching

Excerpt 3: "Before I go to Surabaya, *saya ke Pare* to improve my English." (Before I go to Surabaya, I went to Pare to improve my English.)

This utterance represents intra-sentential switching, one of the three types of code-switching. It combines English and Indonesian within a single utterance. The speaker switches between the two languages and the shift occurs mid-sentence, moving from English to Indonesian and then returning to English again. As seen in the sequence "'Before I go to Surabaya, *saya ke Pare* to improve my English.'" According to Poplack (1980), intra-sentential switching occurs within the boundaries of a sentence. The language shift in this excerpt therefore occurs within a single sentence, while the speaker alternates between English and Indonesian.

From Hymes' perspective (1974) SPEAKING model, the Setting is the CAS program, where the cadets participate in English-speaking activities. The Participants involve the cadet as the speaker and other participants as interlocutors in the interaction. The Ends are to share information about the speaker's experience of going to Pare to improve English proficiency. In the Act Sequence, the speaker begins the statement in English, switches to Indonesian when mentioning the experience of going to Pare and then returns to English to explain the purpose of the experience. The Key is conversational and informative, while Instrumentalities involve spoken communication in both English and Indonesian. The alternation between the two languages reflects the bilingual nature of communication within the CAS program.

Excerpt 4: "CAS is a good program because *dengan adanya CAS saya bisa* increase my English." (CAS is a good program because with CAS, I can improve my English.)

This utterance also represents intra-sentential switching, one of the three types of code-switching. This is because a shift occurs between two languages in a single utterance. The utterance begins in English, "CAS is a good program because," shifts to Indonesian, "*dengan adanya CAS saya bisa*," and continues again in English, "increase my English." According to Poplack (1980), intra-sentential switching occurs within the boundaries of a sentence. The language shift in this sentence helps the speaker express the opinion in a more formal and academic manner.

From Hymes' (1974) perspective, SPEAKING model, the Setting is the CAS program, where cadets participate in English-speaking activities. The Participants are the cadet as the speaker and the other participants involved in the interaction. The Ends are to express the speaker's positive view of the CAS program and explain how the program helps improve English proficiency. In the Act Sequence, the speaker begins by evaluating the CAS program positively, switches to Indonesian to explain the role of CAS, and then returns to English to state the intended outcome of improving English. The Key is positive and conversational, as the speaker expresses a personal view about the program. The Instrumentalities involve spoken interaction using both English and Indonesian. The alternation between the two languages reflects the bilingual communicative practice within the CAS program.

3.1.3 Inter-sentential switching

Excerpt 5: "*Untuk masuk ke smart port ada beberapa aturan.* We should use safety helmet, safety shoes and safety vest." (There are several rules for entering the smart port. We should use a safety helmet, safety shoes, and a safety vest.)

This utterance is identified as inter-sentential switching, as the speaker switches languages at the

boundary between sentences. The first part is expressed in Indonesian, continued with a complete sentence in English. Shana Poplack (1980) explained that, this type of switching occurs when language alternation takes place between clauses or sentences. From an ethnographic perspective, this utterance occurs in a context where the speaker explains procedural rules related to port activities. The use of English in the second sentence reflects talking about a particular topic (Hoffmann, 1991), especially because the safety equipment terms such as *safety helmet*, *safety shoes*, and *safety vest* are standard technical expressions in maritime contexts. Additionally, the switch also functions as repetition for clarification (Hoffmann, 1991), reinforcing the information to ensure that it is clearly understood by the audience.

From Hymes' (1974) perspective of SPEAKING model, the Setting is the CAS program, where cadets engage in English-speaking activities related to their learning context. The Participants are the cadets as the speaker and the other participants who were involved in the interaction. The Ends are to explain the safety requirements for entering the smart port. In the Act Sequence, the speaker introduces the topic and states several rules apply first, then switches to English to provide specific examples of the required safety equipment. The Key is instructional and informative, as the speaker explains a set of safety requirements. The Instrumentalities involve spoken interaction using both Indonesian and English. The use of English in the second sentence also reflects the bilingual communicative environment of the CAS program, particularly when discussing terminology related to the speakers' learning context.

Excerpt 6: "Can you remove my name from the Interview? *Karena saya mau ikut lomba Broadcasting*" (Can you remove my name from the interview? Because I want to participate in a broadcasting competition.)

This utterance is identified as inter-sentential switching, as it contains two separate clauses in different languages. The speaker begins with an English sentence and continues with an Indonesian sentence, which is consistent with Poplack's (1980) definition. From an ethnographic perspective, this utterance reflects a semi-formal communicative situation in which the speaker addresses a mentor or authority figure. The use of English in the first sentence functions as talking about a particular topic (Hoffmann, 1991), particularly in formal or administrative contexts such as interviews. Meanwhile, the subsequent shift to Indonesian functions to provide a clearer explanation.

From the perspective of Hymes' (1974) SPEAKING model, the Setting is the CAS program, where cadets participate in a communicative activity involving English and Indonesian. The Participants are the cadet as the speaker and the interlocutor being asked to remove the speaker's name from the interview. The Ends are to make a request and explain the reason for the request. In the Act Sequence, the speaker makes the request in English first and then switches to Indonesian to provide an explanation while retaining the English term "Broadcasting" to refer to the competition. The Key is direct but explanatory, as the speaker makes a personal request and provides a reason for it. The Instrumentalities involve spoken interaction using both English and Indonesian. The alternation between the two languages occurs within the communicative context of the CAS program, where both languages are used during interaction.

3.1.4 Discussion of Code-Switching

The findings indicate that intra-sentential switching was the most frequently occurring type of code-switching in the CAS program. Although the dominance of this type may be related to the cadets' ability to use English and Indonesian within a single utterance, bilingual competence alone does not sufficiently explain the pattern. Poplack (1980) suggests that intra-sentential switching involves the ability to alternate between languages within a sentence while maintaining the grammatical structure of the languages involved. However, code-switching is also influenced by factors beyond linguistic structure. Therefore, the frequent use of intra-sentential switching in this study needs to be interpreted in relation to the institutional and communicative context in which the cadets use English and Indonesian.

The institutional context of CAS is important in understanding the cadets' language choices. CAS is an English-speaking practice program conducted within a maritime vocational institution. The program provides cadets with opportunities to practice English through activities such as discussions and interview simulations, while its broader goal is to create an English-immersion environment. Nevertheless, the observed interactions demonstrate that Indonesian continues to be used alongside English. This suggests that the institutional orientation toward English does not necessarily result in exclusive English use. From the perspective of Hymes' (1974) ethnography of communication, language use needs to be understood in relation to the social setting, communicative activities, and purposes in which it occurs. Hymes emphasizes the importance of examining the patterns and purposes of language use and their interrelations within social interaction. Accordingly, the dominance of intra-sentential switching can be interpreted as an adaptation to the bilingual environment of CAS, where cadets are expected to practice English while Indonesian remains an

available resource for communication.

The communicative goals of the interaction also help explain the cadets' language choices. The CAS activities require cadets to express opinions, share experiences, explain information, make requests, and discuss particular topics. Under these circumstances, maintaining English throughout an entire utterance may not always be the primary communicative objective. Instead, the cadets appear to prioritize the successful expression of their intended meaning while participating in an English-oriented activity. Indonesian can therefore function as a supporting resource when the cadets need to elaborate or clarify an idea, while English remains available for other parts of the utterance. This interpretation is consistent with the sociolinguistic perspective that language use is shaped by the purposes and circumstances of communication (Hymes, 1974; Holmes, 2013). In this context, code-switching can be understood as a communicative strategy that allows the cadets to maintain interactional fluency while still participating in an English-speaking environment.

The maritime and vocational context provides another important explanation for the use of English in cadets' speech. Several instances of code-switching involve maritime-related expressions, including *safety helmet*, *safety shoes*, and *safety vest*. These expressions refer to specific concepts associated with maritime and safety practices. Their use therefore suggests that English functions not only as the target language of the CAS program but also as a linguistic resource for accessing professional terminology. This interpretation is consistent with Hoffmann's (1991) explanation that bilingual speakers may switch languages when discussing particular topics, particularly when certain expressions are more familiar or appropriate in one language. In the present study, the maritime context may make particular English expressions especially salient because they are connected to the cadets' academic and future professional environment.

The professional dimension is significant because the cadets are not learning English in a general education context alone. They are studying in a vocational environment in which English is connected to their future professional field. Consequently, their use of English maritime terminology can be understood as part of their developing professional linguistic repertoire. Code-switching may allow the cadets to retain English expressions that are relevant to maritime communication while using Indonesian to provide explanations or maintain conversational fluency. This suggests that the maritime context does not merely provide the setting in which code-switching occurs; it also influences the linguistic resources that become relevant during interaction.

The findings further reveal an important relationship between the English-immersion orientation of CAS and the cadets' actual bilingual practices. Although the program is oriented toward English use, the cadets continue to draw on Indonesian during interaction. This pattern should not necessarily be interpreted as a failure of the English-oriented goal of CAS. Instead, it suggests that English and Indonesian perform complementary communicative functions. English provides access to English-speaking practice and professional terminology, whereas Indonesian can support explanation, clarification, and conversational continuity. The continued use of Indonesian therefore demonstrates that an English-oriented learning environment does not automatically eliminate the use of another linguistic resource. Rather, the cadets appear to negotiate the institutional expectation to use English with the practical need to communicate effectively.

This interpretation also helps position the findings in relation to previous research. Sandi (2023), for example, reported that intra-sentential switching was also the dominant type of code-switching in webinar interactions. The similarity between the two studies suggests that intra-sentential switching may be a flexible communicative resource in settings where speakers need to manage more than one language while maintaining the flow of interaction. This recurring pattern across different educational settings may be explained by the cognitive efficiency of intra-sentential switching itself: because it allows speakers to insert or shift language within a single clause without abandoning an ongoing utterance, it places fewer demands on turn-planning than switching at clause or sentence boundaries, making it a practical strategy whenever real-time, semi-spontaneous bilingual interaction is required, whether in a webinar or a face-to-face speaking program. However, the contexts differ considerably, Sandi's study examined webinar communication, whereas the present study focuses on an English-speaking program within maritime vocational education. The present findings therefore extend the previous observation by demonstrating that intra-sentential switching can also be associated with professional discourse. In the CAS context, English switching is not only related to maintaining communication but also to the use of maritime-related terminology and the cadets' preparation for a professional environment. The distinctiveness of the maritime context, then, lies not in the structural type of switching but in its functional load: whereas Sandi's (2023) webinar participants appear to switch primarily to sustain interactional flow, the cadets in this study additionally rely on intra-sentential switching to access maritime-specific vocabulary that has no equally precise Indonesian equivalent in their training context, giving the same linguistic pattern a more specialized communicative purpose.

Overall, the dominance of intra-sentential switching should not be attributed solely to bilingual competence. The pattern appears to result from the interaction of bilingual ability, institutional context, communicative goals, and the professional demands of maritime education. The cadets use English and Indonesian as complementary linguistic resources, selecting elements from each language according to the topic, purpose, and demands of the interaction. From a sociolinguistic perspective, this finding suggests that code-switching in vocational education is not merely a structural manifestation of bilingualism but a context-sensitive communicative practice shaped by the social, educational, and professional environment in which the speakers interact..

3.2 Code-Mixing

Table 2. Frequency of Code-Switching.

No.	Type	Frequency
1	Insertion	18
2	Alternation	0
3	Congruent lexicalization	0

As shown in Table 2, all instances of code-mixing identified in this research were categorized as insertion, with a total of 18 utterances. No instances of alternation or congruent lexicalization were found. This dominance indicates that cadets tended to incorporate English lexical items into Indonesian sentence structures rather than switching between grammatical systems. Such a pattern suggests that code-mixing in the CAS program occurred primarily at the lexical level rather than at the structural level. To illustrate how insertion occurred in the cadets' utterances, selected examples are presented below.

3.2.1 Insertion

Excerpt 7: "Cabin *itu bukan Bahasa Indonesia ya?*" (Is "cabin" considered an Indonesian word?)

This utterance is categorized as insertion, as the English word "cabin" appears within an Indonesian sentence without affecting its grammatical structure. Based on Muysken (2000), insertion refers to the incorporation of lexical items from one language that are integrated into another. From an ethnographic perspective, the use of "cabin" reflects talking about a particular topic (Hoffmann, 1991), where the English term is more commonly used in the given context.

Excerpt 8: "General cargo container *itu yang isinya untuk berbagai barang*" (A general cargo container is used to carry various types of goods.)

This utterance is also categorized as insertion, as the English phrase "general cargo container" appears within an Indonesian utterance. Although it consists of more than one word, it still falls under insertion because it does not affect the grammatical structure of the sentence. The use of this phrase is appropriate as it represents a technical term in the maritime field, helping to avoid misunderstanding (Hoffmann, 1991)..

3.2.2 Discussion of Code-Mixing

The findings show that insertion was the only type of code-mixing identified in the data. This pattern indicates that the cadets primarily incorporated English words or phrases into Indonesian sentence structures rather than alternating between larger stretches of the two languages or combining their grammatical systems. Muysken (2000), identifies insertion, alternation, and congruent lexicalization as three major patterns of code-mixing. Insertion involves incorporating a linguistic element from one language into the grammatical structure of another. However, the dominance of insertion in this study should not be viewed only as structural pattern. It also reflects the linguistic and communicative context of the CAS program.

One important factor is the role of English as a lexical resource within the cadets' maritime education. The data contain English expressions such as *cabin* and *general cargo container* within Indonesian utterances. These expressions refer to specific maritime concepts and therefore have a professional function beyond ordinary vocabulary use. The cadets appear to retain English terms when these terms are relevant to the topic being discussed, while using Indonesian to construct the surrounding explanation. This suggests that English

is used selectively for professional terminology rather than as the sole language of communication.

The dominance of insertion can also be understood in relation to the communicative environment of CAS. Because the program encourages English speaking while the cadets continue to interact bilingually, inserting English lexical items into Indonesian structures provides a practical way to use English without requiring the entire utterance to be produced in English. Muysken (2000), notes that the choice of a mixing pattern can be influenced by both linguistic and social factors. In the present study, insertion appears to provide a balance between the institutional expectation to use English and the cadets' need to maintain fluent and accessible communication in Indonesian.

The pattern is also related to the cadets' developing professional linguistic repertoire. As maritime students, the cadets encounter English terminology associated with their academic and future professional environment. The insertion of such terms into Indonesian utterances allows them to use relevant professional vocabulary while explaining the meaning in a language that may be more accessible during interaction. Thus, code-mixing in CAS can be understood as part of the process through which cadets integrate English professional terminology into their existing linguistic resources.

The absence of alternation and congruent lexicalization is also noteworthy. The data suggest that the cadets mainly mix languages at the lexical level rather than switching between larger grammatical structures or using the two languages within a shared grammatical framework. This pattern may reflect the specific communicative needs of the CAS activities, in which particular English terms are useful, but complete English production is not always necessary. Therefore, the dominance of insertion does not necessarily indicate limited English proficiency. Instead, it may represent a functional strategy for accessing English terminology while maintaining communicative fluency in Indonesian.

Overall, the findings suggest that insertion is dominant because English and Indonesian serve complementary functions in the CAS environment. English provides specific lexical and professional resources, particularly for maritime-related topics, while Indonesian provides a familiar grammatical and communicative base. Code-mixing in this context can therefore be understood as a context-sensitive bilingual practice shaped by the institutional environment, professional terminology, and communicative needs of the cadets. This interpretation extends the structural classification of Muysken (2000) by showing how the dominant form of code-mixing is connected to the social and professional context in which it occurs.

3.3 Reasons for Code-Switching and Code-Mixing

Table 3. Reasons for Code-Switching and Code-Mixing

No.	Type	Category	Source
1	Topic of discussion	Talking about particular topic	Hoffmann (1991)
2	To make the message clearer	Repetition for clarification	Hoffmann (1991)
3	Depending on interlocutor	Expressing group identity	Hoffmann (1991)
4	Not fluent in English	Language limitation	Additional finding
5	Forget vocabulary	Language limitation	Additional finding
6	Habit of mixing languages	Habit	Additional finding
7	Do not know the appropriate word	Language limitation	Additional finding

As shown in Table 3, the reasons for code-switching and code-mixing were derived from interviews with the cadets, who provided insights into their language choices during CAS sessions. The findings indicate that these reasons can be grouped into two categories: those aligned with Hoffmann's (1991) framework and additional reasons identified as new findings in this study.

Based on Hoffmann's (1991) framework, three main reasons were identified: talking about particular topics, repetition for clarification, and expressing group identity. Among these, talking about particular topics was the most frequently observed, particularly when cadets discussed academic or maritime-related content. In addition, this study identified several reasons not explicitly included in Hoffmann's framework.

These include language limitations (such as limited English proficiency, forgetting vocabulary, and not knowing appropriate words) and habitual language use, particularly the tendency to mix Indonesian and English in daily communication.

3.3.1 Discussion of Reasons for Code-Switching and Code-Mixing

The findings indicate that the cadets used code-switching and code-mixing for both communicative

and social purposes. The identified reasons were talking about a particular topic, repetition use for clarification, expressing group identity, language limitation and language habit. These findings suggest that the cadets' language choices were shaped not only by their English proficiency but also by the topic, communicative needs, and bilingual environment of the CAS program. Hoffmann (1991) explains that bilingual speakers may switch languages according to the topic, interlocutor, need for clarification, and group identity. The present findings support these functions while also revealing language limitation and language habit as additional factors.

The use of English and Indonesian was particularly influenced by the topic being discussed. Maritime-related and academic topics often required the cadets to use English terms that were familiar within their field. This suggests that their language choice was partly shaped by the professional context of CAS, in which English is not only a learning target but also an important resource for maritime communication. Hoffmann (1991) explains that bilingual speakers may switch languages when a particular topic is more naturally expressed in one language. This finding is also supported by Rahmani et al., (2022) and Mukhfizal (2021), who identified particular topics as reasons for code-switching in academic and English-learning contexts. However, the maritime context of the present study gives topic-related switching a specific professional dimension because the cadets are being prepared for future work in which English terminology is relevant.

Clarification also influenced the cadets' language choices. When a message was considered unclear, the cadets used another language to reinforce or clarify the intended meaning. This indicates that code-switching and code-mixing function as interactional strategies for maintaining mutual understanding, rather than simply indicating difficulty in using English. Similar findings were reported by Rahmani et al. (2022), who identified repetition for clarification and clarification for the interlocutor as reasons for code-switching, and by Mukhfizal (2021), who also found repetition for clarification. In the CAS setting, switching to Indonesian may therefore provide immediate support when the cadets need to ensure that their interlocutors understand the message.

The social relationship between speakers also appears to influence language choice. The cadets' consideration of their interlocutors and their use of language associated with group membership suggest that code-switching can also serve a social function. Hoffmann (1991) relates language choice to interlocutor and group identity, while Mukhfizal (2021) similarly identified group identity as a reason for code-switching. In CAS, the cadets share a particular educational and maritime background. The use of English can reflect familiarity with their professional discourse, whereas Indonesian can maintain interpersonal closeness among peers. Thus, their language choices reflect not only what they want to communicate but also who they are communicating with.

Language limitation was another factor identified in the interviews. The cadets reported switching or mixing languages when they were not fluent in English, forgot vocabulary, or did not know an appropriate English expression. This finding is supported by Rukiah, (2023), who found lack of English vocabulary as one reason for code-switching among students in speaking class. However, language limitation in the present study should not be interpreted simply as insufficient English proficiency. The cadets are developing general English skills while also learning maritime-specific terminology. Switching to Indonesian can therefore function as a compensatory strategy that allows them to continue communicating when an English expression is temporarily unavailable.

Language habit provides another explanation for the cadets' bilingual practices. The interview data indicate that mixing English and Indonesian had become part of their usual communication. This finding is consistent with Hien (2022) , who reported that university students sometimes used code-switching "by accident or even as a habit" in lecturer-student communication. The CAS context, habitual switching may develop through repeated exposure to both languages in academic and social interaction. Thus, some instances of code-switching and code-mixing may occur naturally as part of the cadets' bilingual repertoire rather than as a deliberate communicative decision.

Overall, the findings indicate that code-switching and code-mixing in CAS are shaped by the interaction of communicative needs, social relationships, linguistic resources, and the maritime vocational context. Previous studies support several of these functions, particularly topic-related switching, clarification, group identity, vocabulary limitation, and habitual language use (Hoffmann, 1991; Mukhfizal, (2021); Rahmani et al., 2022; Rukiah, 2023; Hien 2022). However, the present study shows that these factors operate within a maritime vocational environment where English has both educational and professional relevance. Therefore, the cadets' bilingual practices can be understood as flexible resources for maintaining communication and managing the linguistic demands of their academic and future professional environment.

3.4 Practical Implications

The findings of this study carry several practical implications for English language teaching and curriculum design within maritime vocational education. First, because intra-sentential switching and lexical insertion were shown to function as resources for managing professional terminology rather than as indicators of insufficient competence, English instructors in similar programs may benefit from treating controlled code-switching as a legitimate scaffolding strategy during early stages of speaking practice, rather than discouraging it outright. This is consistent with recent evidence that structured code-switching can support rather than hinder second language production and comprehension in classroom-like settings (Almutairi & Alqarni, 2024). Explicitly incorporating maritime terminology instruction alongside general English speaking practice, for example through paired vocabulary drills that move learners from insertion toward fuller English production, may help cadets gradually reduce their reliance on Indonesian for professional vocabulary while still allowing them to communicate confidently.

Second, the findings suggest that the design of English-immersion programs such as CAS should account for the parallel role that the first language plays in supporting fluency and clarification. Rather than treating any use of Indonesian as a deviation from the program's goals, curriculum developers could build in structured opportunities for bilingual scaffolding, particularly during the early weeks of a speaking program, before gradually shifting expectations toward more sustained English use as proficiency develops. This mirrors recommendations from maritime language education research more broadly, which emphasizes that curricular and policy frameworks for maritime English need to be responsive to the practical realities of how English is actually used by learners and professionals, rather than assuming that policy-mandated English-only norms are automatically reflected in practice (Amundsen, 2025).

Third, the study has implications for language policy within vocational institutions preparing students for internationally regulated professions. Because English functions in the CAS program both as a target language and as a professional resource tied to maritime terminology, language policies in similar institutions may benefit from explicitly distinguishing between general communicative English proficiency and domain-specific maritime English, and from allocating instructional time accordingly. Such a distinction would allow institutions to design assessment criteria that value the effective, context-appropriate use of professional terminology, rather than penalizing the presence of code-switching and code-mixing as a deviation from monolingual norms.

4. Conclusion

This study examines the types and underlying reasons for the use of code-switching and code-mixing used by cadets in the Cadets Afternoon Speaking (CAS) program at Politeknik Pelayaran Surabaya. The findings indicate that a total of 16 utterances were found in the code-switching category. The three types of code-switching based on Poplack's (1980) classification, tag-switching, intra-sentential switching, and inter-sentential switching—were identified through observation. The results show that intra-sentential switching emerged as the most frequently used type, with a total of 11 utterances. This was followed by inter-sentential switching with 3 utterances, while tag-switching was the least frequent type with 2 utterances. These findings indicate that cadets frequently combine Indonesian and English within a single utterance during interaction.

Regarding code-mixing, Muysken (2000) classifies it into three types: insertion, alternation, and congruent lexicalization. The findings show that all 18 utterances identified in this study were categorized as insertion. This indicates that cadets tend to use English words or phrases within Indonesian sentence structures rather than switching between grammatical systems. This study also identified the reasons underlying the use of code-switching and code-mixing among cadets in the CAS program. The results further show that several factors correspond to Hoffmann's (1991) framework, including discussing particular topics, repetition for clarification, and expressing group identity. In addition, new factors were identified, such as language limitations and language habits.

From an ethnographic perspective, these findings suggest that code-switching and code-mixing in the CAS program function as communicative strategies that support understanding, maintain interactional fluency, and reflect social relationships and language competence within a multilingual learning environment (Holmes, 2013; Hymes, 1974). English is not used as a substitute for Indonesian, but rather as a complementary resource to facilitate effective communication.

Theoretically, this study contributes to the sociolinguistic literature on multilingual communication in vocational education by demonstrating that code-switching and code-mixing patterns cannot be fully explained by bilingual competence alone. Instead, the present findings show that institutional context, communicative goals, and professional terminology jointly shape the structural and functional patterns of bilingual language

use, extending Poplack's (1980) and Muysken's (2000) structural classifications and Hoffmann's (1991) functional framework beyond general educational contexts into a maritime vocational setting.

This study is subject to several limitations. The data were drawn from only two cadets participating in a single CAS cohort at one institution, which limits the extent to which the findings can be generalized to other maritime vocational programs or to cadets with different levels of English proficiency. In addition, because the study relied on a purposive sample of 34 utterances collected over one month, longer-term patterns of language development across an academic year could not be captured. Future research could address these limitations by conducting comparative studies across multiple CAS cohorts or maritime institutions, incorporating a larger and more diverse group of participants, and employing a longitudinal design to examine how cadets' code-switching and code-mixing practices change as their English proficiency develops over time. Further studies might also examine the perspectives of CAS mentors and administrators to provide a more comprehensive understanding of how language policy is enacted and negotiated in maritime English-immersion programs.

5. Acknowledgements

The researcher would like to express sincere appreciation to all individuals who have contributed to this study, both directly and indirectly. Special thanks is extended to the supervisor for their guidance, support, and valuable feedback throughout the research process. The author also expresses gratitude to their parents for their continuous encouragement and support.

References

- Alalloh, R. M. (2023). Code Mixing in Female Teenagers' Daily Conversation at An English Dormitory. *Language Horizon: Journal of Language Studies*, 11(2), 50–57. <https://doi.org/10.26740/lh.v11n2.p50-57>
- Amalika, S., Putri, C. D. M., & Susanto, D. (2023). Multilingual children's language use: The case of "the return of Superman" show. *Reimagining Innovation in Education and Social Sciences*, 112–120. <https://doi.org/10.1201/9781003366683-14>
- Devi Rafika Sari, Riski Janu Saputra, & Hafizaturrahmi. (2025). Code Switching and Code Mixing in the Communication of Arabic Language Education Master Students UIN Malang: A Sociolinguistic Study. *El-Syaker : Samarinda International Journal of Language Studies*, 2(2), 96–104. <https://doi.org/10.64093/esijls.v2i2.581>
- Funova Retzius, A., Haukås, Å., Ghimenton, A., Molway, L., & Brevik, L. M. (2025). Secondary school students' beliefs about multilingualism across contexts: England, France and Norway. *Journal of Multilingual and Multicultural Development*, 4632, 1–17. <https://doi.org/10.1080/01434632.2025.2571453>
- Hoffmann, C. (1991). An introduction to Bilingualism. In *Introduction to Bilingualism*. <https://doi.org/10.4324/9781315842035>
- Holmes, J. (2013). An Introduction to Sociolinguistics. In *Language* (Vol. 70, Number 3). <https://doi.org/10.2307/416511>
- Huda, T., Nevia, Y. I., & Mushoma, N. (2025). Code Switching and Code Mixing Uttered by Thai Students in Indonesia: Types and Contributing Factors. *Journey: Journal of English Language and Pedagogy*, 8(1), 36–47.
- Hymes, D. (1974). Studying the interaction of language and social life. *Foundations in Sociolinguistics*, 29–66.
- Le, T. N. H. (2022). A study on code-switching in oral and texting interaction and communication of university lecturer and students. *International Journal of TESOL & Education*, 2(3), 149–166.
- Mukhfizal, M. (2021). An analysis of code switching in WhatsApp group communication. *Research in English and Education Journal*, 6(3), 124–135.
- Muysken, P. (2000). *Bilingual Speech*.
- Nababan, P. W. J. (1984). Sosiologistik: suatu pengantar. (*No Title*).
- Poplack, S. (1980). Poplack 1980 Sometimes I speak in English. *Linguistics* 18(7/8), 18, 581–618.
- Rahman, L. I., & Muttaqin, D. A. (2024). Jurnal Ilmiah Insan Mulia Instagram Captions by Berlian College Students : A Blend of Indonesian and. *Jurnal Ilmiah Insan Mulia*, 1(2), 63–71.
- Rahmani, S., Somad, I. A., & Erdiana, N. (2022). Code-switching in lecturer-students' interaction in thesis examination. *English Education Journal*, 13(4), 430–441.
- Rukiah, S. (2023). *Code Switching Used In Speaking Class Of English Education Department Students In Universitas Borneo Tarakan*.

- Wardhaugh, R. (2006). *An Introduction to Sociolinguistics* Blackwell Textbooks in Linguistics. In *Religion*.
<https://doi.org/10.1353/lan.2003.0268>
- Zolkapli, R. B., Mohamad, H. A., & Luthfi, M. (2022). *SOCIAL SCIENCES & HUMANITIES Code-Switching and Code-Mixing in the Practice of Judgement Writing in Malaysia*. 30(3), 1365–1382.